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**PRIVATE SUPPORT FOR PUBLIC SCHOOLS:
A DESCRIPTION OF LOCAL EDUCATION FUNDS IN MASSACHUSETTS**

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PRIVATE SUPPORT FOR PUBLIC SCHOOLS:
A DESCRIPTION OF LOCAL EDUCATION FUNDS IN MASSACHUSETTS

by

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INTRODUCTION

Local Education Funds (LEFs) have been emerging in large and small communities across Massachusetts in the 1980s. These Funds have been established by community and school representatives to respond to the desire to expand the human and material resources of the schools and to initiate or increase parent and community involvement with the schools.

LEFs have frequently been established with strong sensitivity to local conditions and historic patterns. In addition, they often are created with little awareness of other Funds that may exist in nearby cities and towns. As a result, there is a great deal of variation in the goals and organizational structures that they have developed to address their needs and interests. The richness of this diversity is serving LEFs well as they support their public schools through activities that include fundraising for school programs, expanding school-home communication, participating in school decision making, and advocating for school improvement.

The Massachusetts Department of Education applauds LEFs for the creative ways in which they are enhancing education in their communities and building public awareness of and support for their schools. In October 1987, with the goal of helping LEFs to learn from each others' successes, the Department's Office of Community Education collaborated with Education Policy Research (EPR), a Boston-based educational consulting firm, to hold a Working Conference on Massachusetts LEFs. Representatives from 29 communities that had established, were establishing, or were interested in establishing Funds attended this conference and shared ideas, strategies, and experiences that had contributed to their LEFs. This information exchange was then expanded upon through telephone interviews, conducted by EPR staff, with LEF members and representatives of their school systems.

This Report, which has been prepared by Noe Medina and staff from EPR, is a descriptive summary of the information gathered at the Working Conference and through the interviews. It is divided into three parts:

- Part One summarizes the goals, organizational structure, fundraising strategies, and activities of LEFs in Massachusetts.

- Part Two includes a series of suggestions for LEFs and the individuals who are involved with them.
- Part Three presents a profile of 26 Massachusetts LEFs.

The Department and EPR are very appreciative of the many contributions that have been instrumental in the development of this Report. We wish to thank the Bank of Boston, the Bank of New England, and the Boston Globe Foundation for providing the funding which supported the research for and writing of this Report. We also thank the Public Education Fund in Pittsburgh and the San Francisco Education fund for sharing information on LEFs nationally and in Massachusetts. And, most especially, we thank the many LEF members who were so generous with their time, ideas, and suggestions throughout this project.

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PART 1

A DESCRIPTION OF
MASSACHUSETTS LOCAL EDUCATION FUNDS

In Massachusetts, as in other states across the country, Local Education Funds are a phenomenon of the 1980s. Prior to 1980, only one of the twenty-six Massachusetts LEFs discussed in this report had begun operations.

At the same time, LEFs in Massachusetts are almost entirely a grass roots effort. While a handful of LEFs in the largest cities in Massachusetts have received national support for their creation and operation, most LEFs have received little attention from either the state government or from any other Massachusetts organizations.

As a result, little information has been available on the goals, structure, strategies, and activities of Massachusetts LEFs. The Project on Local Education Funds in Massachusetts is a first attempt to gather systematically information on Massachusetts LEFs.

Part I summarizes information gathered by this Project on the goals, governance structure, fundraising strategies, activities, and relationships of Massachusetts LEFs. It concludes with a brief discussion of similarities and differences among Massachusetts LEFs. Most of this information has been drawn from structured interviews conducted by staff from Education Policy Research (EPR) with representatives of LEFs and the school systems they serve. [See Appendix 2 for a detailed description of the interview methodology and interview protocols.]

Goals

LEFs in Massachusetts were formed for a variety of reasons. Some placed a major emphasis on obtaining funding and other resources for their respective school systems. Others sought to improve communications between the community and the public schools. Still others promoted and supported local school improvement efforts. This diversity in orientation is reflected in the goals that LEFs report:

- * Provide financial support, usually through a mini-grant program, to specific educational programs and activities selected by the LEF governing board.
- * Solicit nonmonetary support for the schools from local businesses, individuals, and community institutions.
- * Assist school systems in soliciting grants from private charitable and corporate funding sources, as well as from state and federal government sources.
- * Raise funds to supplement the school budget and support programs selected, not by the LEF, but by the school system itself.

- * Provide information to the community on the operation of the public schools.
- * Help the public to understand the strengths and weaknesses of the public schools.
- * Become advocates within their community on behalf of the public schools.
- * Improve and expand the professional skills of school staff.
- * Promote greater parent involvement in the schools.
- * Serve as a catalyst to promote educational change in the public schools.
- * Serving as a catalyst to promote school change

Raising funds and other resources in support of public schools, particularly in response to anticipated or actual reductions in funding losses resulting from Proposition 2 1/2, was the major reason for forming most of the LEFs. Although it remained a primary reason for their continued existence several years later, many LEFs have broadened their focus to develop other resources and services for the schools.

Governance Structure

Management. Massachusetts LEFs are generally managed either by a large Board of Directors (generally with more than 20 members) or by a small Board of Directors or Steering Committee (generally with less than 15 members). Some LEFs have both a large Board of Directors and a small Executive or Steering Committee, drawn from the Board. These differences in management structure are however less significant in practice than they may appear to be.

LEFs with large Boards of Directors generally delegate broad policy decisions regarding the goals, fundraising strategies, and activities of the organization to these Boards. Most of the individuals who sit on these Boards are not expected to be active participants in the LEF's decision-making and operation. Rather, they were selected to sit on the Board because their position in the schools, local/state government or the business community could facilitate the organization's ability to attract funds and other resources, and to promote the smooth operation of the LEF.

On larger Boards, responsibility for the management and decision-making of the LEF generally generally with a small and more active subgroup of the larger Board. Some LEFs formally designate these subgroups as Executive or Steering Committees. In some of these LEFs, members are identified for these committees through a formal process. In others, the selection of this subgroup is more

informal, as is their operation. However, the responsibilities delegated to these subgroups remain the same, regardless of the degree of formality attached to them.

The governing bodies of LEFs with small Boards of Directors/Steering Committees resemble the small subgroups described above in terms of their responsibilities and operation. They also take on the broader decision-making role of the larger Boards of Directors. However, due to their smaller size, they are unable to carry out the fundraising/public outreach of most large Boards of Directors. One solution to this problem has been to establish a large Advisory Council which focuses on fundraising and public outreach for the LEF.

Several LEFs do not fall into the above three categories. These LEFs operate under their own unique management structures.

- * The Worcester Alliance for Education has established a Board of Corporators and a Board of Directors -- both of equal size. The Board of Corporators meets less often than the Board of Directors and focuses primarily on the broad, longer-term policy issues affecting the Alliance. Reflecting the fact that the Alliance took over management of several pre-existing programs, several of the Alliance programs also have their own governing boards.
- * The Weston Educational Enrichment Fund has a six-member governing council which is an official subcommittee of the School Committee, although it has independent and final decision-making and policy-making authority regarding the Fund. The five parents who serve on the Council are selected by the School Committee. The sixth is a member of the School Committee.
- * The Peabody Educational Council has a governing board, called an Executive Committee, which resembles large Boards of Directors. Like other LEF governing boards, this Committee delegates specific decision-making authority to a series of four subcommittees. Unlike the subcommittees created by other LEF governing boards, however, most of the members of these subcommittees are representatives of business and the community, school staff, and parents who do not serve on the Executive Committee.
- * The LAWW (Lexington-Arlington-Winchester-Woburn) Partnership Program is governed by the four Superintendents of the four participating school systems who serve as a four-person Board of Directors. This governance structure reflects the fact that the LAWW Partnership is a collaboration of these school

systems and has no other community or private membership.

Board Composition. LEF governing boards draw upon a array of community interests for their membership, including parents, school staff, and business leaders, state and local government officials, university representatives, representatives of community organizations, students, and other members of the general public.

The composition of the boards fall into six categories:

- * Parents only
- * Parents and school staff
- * Parents, school staff and businesspeople
- * Businesspeople and school staff
- * School staff only
- * Diversified group of community interests

These differing board compositions tend to reflect the differing origins of the LEFs, as some were initiated primarily by parents, while others were developed under the leadership of local businesses, school administrators, and local government officials.

Staffing. Limited budgets prevent most LEFs from hiring paid professional staff and only LEFs located in large urban communities use paid professional staff. Among these LEFs, the paid staff generally includes a single part- or full-time director who has occasional access to secretarial and clerical support.

Most LEFs, whether or not they have paid staff, make extensive use of volunteers to manage their activities and conduct their operations. These volunteers are often drawn from among the members of the LEF's governing board.

Membership. Several LEFs invite individuals or organizations to become members of the LEF. Membership generally acknowledges financial contributions, or volunteer time, materials and other resources donated to the LEF. These members rarely participate in policy-making or decision-making for the LEF. LEFs located in smaller communities tend to have memberships composed primarily of parents and others from the community, while LEFs in large urban areas are more likely to have memberships composed of businesses, community organizations, and institutions of higher education.

Fundraising Efforts

Massachusetts LEFs employ a wide range of fundraising strategies. The five most popular strategies include:

- * Direct solicitation of local businesses
- * Special fundraising events
- * Direct mail solicitation of local parents and members of the public
- * Grants from corporate or charitable funders
- * Membership dues

Among LEFs serving large urban areas, direct solicitation of local businesses were reportedly the most successful. LEFs serving smaller communities reported greater success with direct mail solicitation of local parents and/or the public.

A variety of special fundraising events were used by LEFs in communities of all sizes. These special events included:

- * Art auctions
- * Carnivals
- * Champagne receptions
- * Concerts
- * Dances
- * Murder Mystery Nights
- * Seminars
- * Tennis tournaments

LEFs reported varying success with these approaches. Several rated them as their most successful strategies, while an equal number rated them their least successful strategies.

Several additional fundraising strategies were employed by specific LEFs.

- * The Acton-Boxborough Student Activities Fund conducts an annual door-to-door solicitation of both communities. Over 500 community, parent and student volunteers participate in this effort. The LEF rates this as its most successful fundraising strategy.
- * The Dover-Sherborn Education Fund and the Tri-Town Educational Foundation conduct an annual "phone-a-thon," involving telephone solicitation to local parents and members of their communities.
- * The Longmeadow Education Assistance Program sells student planning booklets for scheduling assignments.
- * The Worcester Alliance for Education receives fees for various activities, such as its film rentals and advertising in its newsletter.

In addition to financial contributions, most LEFs receive in-kind or non-financial support from local businesses. These donations include supplies and services that support LEF administrative activities, LEF school programs and activities, and LEF special

fundraising events. Businesses also provide staff support and office space for LEF activities.

Activities

Most LEFs were originally organized to raise funds in support of a mini-grant program. These programs remain the single most popular activity among Massachusetts LEFs.

Mini-grants awarded by these programs generally amount to less than \$500. They usually are available only to school staff, although some LEFs also award grants to students, parents, community organizations and the general public. Most LEFs use simple application forms in which grant applicants describe the activities for which they are seeking funding. Some LEFs further simplify the process by asking only for a brief program description. In either case, the applications are reviewed by the LEF's governing board. In some communities, an initial screening is conducted by a subgroup of the Board. To ensure effective coordination with the school system, most LEF governing boards consult with the Superintendent or the School Committee regarding their funding decisions.

The few LEFs which do not operate a mini-grant program donate the funds they raise to their School Committees which exercise complete discretion in the use of the donations. These LEFs have chosen to have no input into decisions on the use of the donations.

Many Massachusetts LEFs have expanded their focus beyond the operation of a mini-grant program to additional activities.

Massachusetts LEFs offer a range of **direct services to school staff.**

- * Boston Plan for Excellence conducts a summer teacher training institute on various curricular subjects.
- * Brookline Foundation conducts an annual summer retreat for teachers.
- * Lowell Education Fund provides assistance to teachers in adapting models, developed through the mini-grant program, to their own classroom use.
- * Medfield Coalition for Public Education operates curriculum development workshops and provides materials for implementing the curricular activities.
- * Newton Schools Foundation and Northampton Advocates for Children's Education provide grantwriting training and assistance.

- * Citizens for Wellesley Public Education conducts management seminars for administrators.
- * Worcester Alliance for Education operates the Central Massachusetts Principals' Center and an audio-visual library.
- * Several LEFs maintain a Speakers' Bureau to assist teachers in the classroom discuss specific topics.
- * Several LEFs sponsor informational seminars and workshops conducted by experts from the community.

A variety of **direct services to students** are offered by several Massachusetts LEFs.

- * Boston Plan for Excellence operates the Action Center for Educational Services and Scholarships (ACCESS).
- * Chelmsford Education Foundation provides job placement assistance.
- * Citizens for Wellesley Public Education recruits and trains Guidance Associates, who provide guidance and counseling to Wellesley students.
- * Worcester Alliance for Education operates a regional Science and Engineering Fair.
- * Several LEFs conduct informational workshops and seminars for students.

Massachusetts LEFs operate **public information and advocacy programs** in support of the public schools.

- * The Concord-Carlisle High School Parents' Association sponsors regular meetings where parents and members of the public can discuss important and timely school issues with the school's administrative staff and the School Committee.
- * Longmeadow Education Assistance Program, Northampton Advocates for Children's Education and Springfield Education Partnership regularly conduct informational workshops and seminars for school staff, parents, and members of the public on a range of subjects affecting the public schools.
- * Citizens for Wellesley Public Education prepares a variety of publications to inform the community about the activities and success of the public schools.

Massachusetts LEFs prepare and publish newsletters and other publications.

- * Brookline Foundation publishes Reflections, a journal written and edited by teachers and including articles on educational policy, teaching innovations, and related subjects.
- * The Cambridge Partnership for Public Education and South Shore Regional Education Foundation produce a newsletter of its activities which is included as an insert in the Cambridge Chamber of Commerce newsletter.
- * Several LEFs publish and distribute their own newsletters

Several Massachusetts LEFs have developed and currently operate various special projects.

- * Brookline Foundation promotes teacher recognition through an annual \$1200 award for teaching excellence.
- * LAWW Partnership Program produced a series of videotapes on contemporary personal and social problems of secondary students.
- * Lynn Business-Education Partnership operates an alternative school under a \$175,000 contract with the School Committee.
- * Newton Schools Foundation operates a Resource Center for school staff.
- * Randolph Foundation supports the development of child care facilities.
- * Citizens for Wellesley Public Education operates a Professional Planning Center for teachers and assists in the creation of child development projects.
- * Worcester Alliance for Education operates a School-Business Partnership Program.

Relationships

To accomplish their goals, LEFs work with the public schools, local businesses, parents, and community organizations. In developing effective working relationships with these groups, Massachusetts LEFs have adopted a range of strategies.

Between LEFs and Schools. Based upon interviews with representatives both of LEFs and school systems, the major

source of tension between the LEFs and the public schools stems from issues of control. Decisions by an LEF regarding mini-grants, direct services to students and staff, publications and special projects can have a significant impact on the way schools and school systems operate. School administrators emphasized that these decisions limited and changed the decisions and options available to the School Committee, the Superintendent or the principal.

LEFs respond to this situation in a variety of ways. Some adopt a policy that gives the School Committee and the Superintendent total control over the expenditure of money raised by the Fund. This approach avoids conflict between the LEF and the school system but may frustrate some LEF leaders who desire a stronger role in the school system's decision-making.

Other LEFs choose to place a high priority on establishing and maintaining avenues of communication with the Superintendent, central office staff, principals and teachers. The goal of this communication is two-fold. It seeks to increase school decision-makers' and administrators' appreciation of the benefits of LEFs and to demonstrate the value of working in collaboration with LEFs. It also seeks to reassure these individuals that their concerns and interests will be taken into account in LEF decisions and actions.

LEFs have employed several strategies to create and maintain effective avenues of communication with school decision-makers and administrators. These strategies include:

- * Placing school representatives on the LEF governing board
- * Placing school personnel in formal or informal advisory roles, particularly regarding mini-grant programs
- * Permitting the School Committee to review -- and reject if necessary -- all mini-grant awards
- * Requiring paid staff or governing board members to meet regularly with central office and school building administrators

Finally, LEFs which provide direct services to school administrators and staff have additional opportunities for establishing avenues of communication. Both the planning and delivery of these services provide an opportunity for the exchange of ideas and information with school staff.

Between LEFs and Local Businesses. The relationships between LEFs and local businesses fall into three categories:

- * Local businesses play a major role as decision-makers in and funders of the LEF.
- * Local businesses play no decision-making role in the LEF but provide funding and in-kind resources to support the LEF.
- * Local businesses play neither a decision-making nor a funding role in the LEF.

Local businesses are more likely to play an active role in LEFs in large urban areas than in smaller communities. Generally, LEFs located in smaller communities note that there are few business resources available in their communities and limited incentives for the establishment of close relationships.

Between LEFs and Parents. The relationships between parents and LEFs also fall into three categories:

- * Parents operate, manage and raise funds for the LEF.
- * Parents, in collaboration with other groups including school administrators, business people, government officials and community leaders, operate, manage and raise funds for the LEF.
- * Parents have no involvement with the LEF.

The parents involved in LEFs are generally racially and economically homogeneous. Given the demographic nature of smaller communities served by LEFs, it is not surprising that few of the parents involved in the operation of these LEFs were minority or low-income parents. In large urban areas with more significant populations of low-income and minority parents, parent involvement as a whole was more limited. In larger communities where parent involvement was more significant, there was limited involvement of minority and low-income parents.

Several LEFs have made a strong effort to involve all school parents in its activities. The Concord-Carlisle High School Parents Association recruits parents of METCO students attending the high school to serve on the Association's governing board. In the past, the Association has conducted special activities in Boston to promote these parents' participation.

Between LEFs and Other Community Organizations. Existing school organizations, such as booster clubs and PTOs or PTAs, have perceived LEFs as competitors for scarce community resources. This problem is particularly apparent in smaller communities. LEFs serving such communities seek to improve relations with these organizations by employing three strategies:

- * PTO/PTA and booster club leaders have been invited to sit on the governing boards of LEFs.
- * PTO/PTA and booster club leaders serve as formal and informal advisors to LEFs and as participants in LEF activities, such as fundraising efforts and the mini-grant program.
- * PTOs/PTAs and booster clubs are invited to be joint sponsors of LEF activities and special projects.

Similarities and Differences among LEFs

LEFs serving smaller communities and those serving larger urban areas have distinct characteristics. Table 1 demonstrates distinctions in origins, community participation, governance structure, fundraising strategies, and LEF activities.

TABLE 1 -- SIMILARITIES AND DIFFERENCES AMONG LEFs.

SMALLER COMMUNITIES	LARGE URBAN AREAS
<ul style="list-style-type: none"> * Parents in leadership role * Parents have major influence on LEF decisions * Businesses serve as funding source only * Informal governance structure * Provide services to students and serve as a source of public information on the schools * Raise funds through direct mail solicitation to parents and the public * Employ a volunteer staff 	<ul style="list-style-type: none"> * Businesses or school staff in leadership role * Parents have little influence on LEF decisions * Businesses have major influence on LEF decisions * Formal governance structure with both large Board of Directors and small Executive/Steering Committee * Provide services to school staff and students, produce publications, and serve as a source of public information on the schools * Raise funds through solicitation to local businesses or grants from corporate or charitable sources * Employ paid professional staff

Overall, Massachusetts LEFs, whether in large urban areas or in smaller communities, appear to be dynamic, growing institutions. Most have established positive relationships with the public schools and have an increasingly important impact on the way their schools operate. The LEF movement in Massachusetts is young and has the potential to touch many more communities. Existing LEFs have the potential to expand and build upon their accomplishments. The next section of this report suggests strategies and approaches for disseminating the LEF model to other communities and for expanding the effectiveness of existing LEFs.

PART 2
SUGGESTIONS FOR THE FUTURE

During the decade of the 1980s, Local Education Funds have established themselves as viable organizations with an important role to play in the educational community. While LEFs have made significant contributions to the programming and decision-making in their schools, they have only begun to explore the many ways they can become involved with education in their communities. As they enter the decade of the 1990s, those who manage, work with, support or are interested in LEFs will have opportunities to expand the horizons of LEFs. The recommendations discussed below can serve as a guide in this effort and are drawn from various sources:

- * Research and discussions by the authors of this report with experts from across the country.
- * Discussions conducted at the Working Conference on Massachusetts Local Education Funds, October 1987.
- * Comments by LEF and school system representatives made during structured interviews.

The recommendations are divided into three groups: suggestions for expanding existing LEFs; ideas for communities interested in developing new LEFs; and suggestions for other interested parties, including public and private funders, state government agencies, and universities.

Future Directions for Existing LEFs

MAINTAIN DIVERSITY

LEFs in Massachusetts are a remarkably diverse set of institutions. Given the differing local situations they face, this diversity is not only beneficial, it is necessary. LEFs are encouraged to continue to select approaches and activities that are best suited to their community and reflect its unique characteristics.

EXCHANGE IDEAS

LEFs have a great deal to learn from each other's experiences and perspectives. LEFs in two regional areas have formed networks through which they meet to exchange ideas on programming, fundraising, expanding relationships with the schools, and other shared concerns. Networks of this sort can be very effective in strengthening existing LEFs and supporting new organizations.

The structure, fundraising strategies, and activities of the LEFs that serve school systems in large urban areas may differ from those that serve smaller communities. Networks and other occasions for bringing together representatives of LEFs may want to include opportunities for sharing among

similar LEFs, while allowing LEFs to learn from organizations that exist in different kinds of communities.

EXPAND GOALS

In identifying their goals and objectives, LEFs are demonstrating an interest in playing many roles in their communities. These include working to:

- * Mobilize community resources to provide various direct services to students and school staff
- * Focus support for on-going special projects in addition to the "one shot" projects funded through the mini-grant program
- * Serve as intermediaries between the schools and local, regional or national corporate or charitable funding sources
- * Inform the community regarding the interests and needs of the schools and advocate on the behalf of schools
- * Provide a forum for the discussion and exchange of ideas regarding educational policy
- * Provide a mechanism to draw school and community interests into a collaborative partnership to identify issues and develop school policies
- * Help businesses and community institutions use school staff and resources to meet their own needs

GOVERNANCE STRUCTURE AND MEMBERSHIP

LEFs have adopted a broad range of governance strategies that generally reflect their history and the structures of other organizations in their communities. In order to build on their strengths and expand their impact on their communities, LEFs may want to consider additional approaches to attracting members and to their governance structure.

- * Some LEFs in smaller communities have been effective in involving representatives of a range of community institutions, such as higher education, business, cultural institutions, and social service institutions, in becoming members of their board or of advisory councils. LEFs also have used these representatives and other residents as consultants on projects and have collaborated with them on joint activities.
- * Some LEFs, which were started by school and business representatives, have found that parents are a valuable source of ideas and are often able to connect with individual LEFs with previously untapped business and community leaders.

FUND RAISING

Larger and smaller LEFs are constantly striving to improve and expand their fund raising efforts. For some LEFs, this growth may be assisted by a reexamination of the group's assumptions. LEFs in some smaller communities have found that the business community, especially banks, insurance companies, are responsive to fundraising campaign. Larger LEFs, that rely primarily on corporate and foundation fundraising, may find that parents and other individuals in the community are willing to support the schools through the Fund and are eager to know more about the school.

EXPAND THE SCOPE OF ACTIVITIES

LEFs, like all organizations, will find that they are more successful if they continually renew and expand their activities and their public relations. Some of the new directions in which LEFs have ventured have included:

- * direct service to students and staff
- * informational workshops for parents led by "experts"
- * targeted informational materials (for realtors, senior citizens, the business community, etc.)

BROADEN COMMUNITY PARTICIPATION

Minority and low-income parents and community members are not appropriately represented in the membership and programming of most LEFs. Leaders of LEFs may want to develop outreach efforts that welcome these parents and that address their particular interests. There are many contributions that these parents can make to LEFs including ideas, information, perspectives, time, and access to possibly untapped community resources. LEFs that have made strong efforts to ensure equity in their organizations have sent an important message to their organizations which enriching their LEFs.

EVALUATE RESULTS

Regular evaluation by LEFs of their activities enables organizations to demonstrate their accountability to their communities and to identify their areas of strength and weakness. LEFs are finding that as they explore new areas for development and new resources to tap, they are helped by having a strong sense of their areas of effectiveness that can help to contribute to identifying potential new directors. Many LEFs are finding that their self-evaluation provides a valuable and welcome opportunity to share their accomplishments and announce their plans for the future.

Building New LEFs

LEF's have generally found that it takes at least one year of planning to get a Fund up and running. This planning includes the following steps:

LEARN FROM OTHERS' EXPERIENCE

Organizers of new LEFs will find that there are many "veterans" who are willing to share with them the experience and knowledge they have gained as they developed their LEF. Several of the newer LEFs have held meetings and extended phone calls with experienced practitioners and found these opportunities to learn the "tricks of the trade" most helpful. Some LEFs have also been invited to meetings of regional networks in order to introduce them to other LEF leaders and to facilitate their learning process.

DEFINE GOALS

LEFs have found that they are more successful if they define a narrow and manageable set of goals that are realistic and practical. These initial goals generally are expanded in subsequent years as the organization gets more established. In the interim, these initial goals provide LEFs demonstrated achievements, which can be used to generate increased awareness of the LEF and to attract additional contributors and supporters.

GOVERNANCE STRUCTURE

LEFs have a range of organizational structures that are generally developed in response to local conditions and history. LEFs have found that in designing their organization they are more successful if they incorporate the following structures:

- * Core group of organizational leaders, which can be large board of directors or a smaller executive or steering committee
- * Mechanism for connecting these leaders with the membership or others interested in the LEF, such as subcommittees, task forces, and advisory committee
- * A system for dividing up the organization's responsibilities into portfolios or committee that ensure individual responsibility for the goals set by LEF

Organizational structure, like goals, often evolve from simple structures to more layered entities, as the needs of the organization change.

**DESIGN
ACHIEVABLE
ACTIVITIES**

The first activities of an LEF give it its initial identity and provide an opportunity for positive public relations. LEFs have used these start-up activities to:

- * Attract public attention
- * Recruit the involvement of parents, the business community, and other community members
- * Indicate the emphasis of the organization
- * Lay a foundation for future activities
- * Experience accomplishments and successes

**COLLABORATE
WITH THE
SCHOOLS**

Effective LEFs have found that developing strong and positive relationships with the schools is vital to their success. As these relationships are established, the following suggestions may be helpful:

- * School administrators will appreciate being involved in the planning of the LEF from its inception. This involvement will help to build trust and confidence in the goals and leaders of the LEF.
- * LEFs provide an opportunity to dispel misunderstandings and distrust which may exist among the schools and others in the community. LEFs will be more effective if they are sensitive to attitudes and sensitivities which may exist.
- * Formal and informal avenues for ongoing communication with the schools will facilitate the smooth operation of programs. Distrust exists among the various community interests and between those interests and the schools
- * Avenues for the public schools to communicate their interests and concerns to the LEF must be established.
- * School administrators and LEF leaders will be more effective if they can collaborate on the policy and programming decisions of the LEF.

Suggestions for Other Actors

**CREATE
SUPPORT
FOR LEFS**

Developing, establishing and operating an LEF is a major challenge for a community group in any size community. One way to provide support to LEFs would be the development of regional information and resource centers that could provide technical assistance to LEFs in their area. Public and private organizations, agencies, and institutions may want to give consideration to instituting such a service or to expanding existing services to include LEFs. This support could include:

- * Creating opportunities to bring together LEFs for sharing ideas, information, and strategies for success
- * Linking more and less established LEFs for information sharing, mentoring, and other support and exchange purposes
- * Bringing educators and LEF leaders together to increase the awareness of LEFs and to generate ideas for programming and services to schools.
- * Developing a coalition that could seek funding for technical assistance to LEFs from corporations and foundations.

PART 3
PROFILES OF MASSACHUSETTS LEFS

This section presents detailed information on each of the twenty-six LEFs discussed in this report. In Part 3A, the organizational history, governance structure, and fundraising strategies of LEFs are presented in five tables. In Part 3B, each LEF's goals, activities, relationships with schools, local businesses, parents and other community groups, and distinguishing features are presented in detailed profiles.

Part 3A. Organizational History; Governance Structure; and Fundraising Strategies

Description of Tables

Table 2. This table provides information on the organizational history of each LEF. It indicates the year in which efforts to create the LEF were begun ["Planning Began"], the school year in which the LEF was formally created or began operation ["Operations Began"], and lists the reasons cited by LEFs for their creation. These reasons fall into six categories:

"Proposition 2 1/2" -- The passage of Proposition 2 1/2 generated concern that schools would experience funding reductions.

"Access Comm. Resources" -- Founders of LEFs believed that untapped community resources existed which could be used to improve or expand services provided by the public schools.

"Better Parent-Teacher Relationship" -- LEFs wanted to focus on promoting parent-teacher interaction.

"Promote Joint Efforts" -- LEFs have formed to pool the resources of several school systems to create innovative programs beyond the capability of any of the systems alone.

"Support Enrichment Progs" -- LEFs have been established to secure resources to support enrichment programs (particularly for gifted and talented students).

"Support Art/Culture Progs" -- LEFs have formed to obtain resources to support the expansion of artistic and cultural programs.

Table 3. This table focuses on institutions or groups which played important leadership roles in the development and creation of the LEFs.

Table 4. This table describes LEF's governance and membership structure and indicates the number of professional staff. The following categories of governance structure are used:

"BOARD & EXEC. COMM." -- This structure includes a large (over 20 members) Board of Directors and a small (under 15 members) Executive Committee.

"LARGE BOARD ONLY" -- This structure includes a large (over 20 members) Board of Director and has an informal core of active members who take responsibility for the operation of the LEF.

"SMALL BOARD ONLY" -- This structure involves a few members (under 15) who undertake most of the governance board activities.

Four of the LEFs are marked "SPECIAL," which indicates that their governance structure does not fall into the three categories

described above. These structures were discussed in the previous section and will be described in each LEF's profile.

In the category entitled "Number of Staff," three designations are used: a number, that indicates the number of professional staff employed by the LEF; "None," indicating that no professional staff are employed by the LEF; and "In-Kind," indicating that professional staff are lent to the LEF by another organization.

Table 5. This table indicates the affiliations of the members of each LEF's governance board. The "Government" category includes both local [indicated by an "L"] and state [indicated by an "S"] government representatives. The "Other" category includes students ["S"], representatives of universities ["U"], and representatives of community organizations and other citizens ["C"].

Table 6. This table summarizes and ranks the fundraising strategies employed by the LEFs. The chart includes the five most popular strategies and another five strategies that were used by only a few of the LEFs.

Strategies used by most LEFs

"SOLICIT BUSINESS" -- The LEF solicits contributions from local businesses.
 "SPECIAL EVENTS" -- The LEF conducts several types of special fundraising events.
 "DIRECT MAIL" -- The LEF solicits contributions from local citizens and public residents through a direct mailing.
 "GRANTS" -- The LEF submits grant proposals to corporate and charitable funders.
 "DUES" -- The LEF requires that dues be paid by its members, contributors, or participants.

Other strategies

"CANVASS TOWN" -- The LEF conducts a door-to-door solicitation for funds from everyone in the community.
 "PHONE-A-THON" -- The LEF conducts telephone solicitation for funds from parents and members of the community.
 "SALES" -- The LEF sells merchandise in support of the organization's activities and programs.
 "SERVICE FEES" -- The LEF collects fees in association with the provision of particular services.
 "ADS IN NEWSLETTER" -- The LEF charges for ads in its regular newsletter.

Strategies used by an LEF are ranked from 1 to 5 for their effectiveness, with a rating of "1" meaning the most effective.

TABLE 2. ORGANIZATIONAL HISTORY OF MASSACHUSETTS LEFs

	Planning Began	Operations Began	Reason for LEF Establishment
Acton/Boxborough	1981	1981 - 82	Proposition 2 1/2
Amesbury	1981	1982 - 83	Proposition 2 1/2
Boston	1984	1984 - 85	Access Comm. Resources
Brookline	1981	1981 - 82	Proposition 2 1/2
Cambridge	1984	1986 - 87	Access Comm. Resources
Chelmsford	1982	1985 - 86	Proposition 2 1/2
Concord-Carlisle	1970's	1970's	Better Parent-Teacher Relationship
Dover-Sherborn	1983	1984 - 85	Proposition 2 1/2
Holden	1982	1983 - 84	Proposition 2 1/2
LAWW	1985	1986 - 87	Promote Joint Efforts
Longmeadow	1983	1984 - 85	Proposition 2 1/2
Lowell	1983	1984 - 85	Access Comm. Resources
Lynn	1986	1986 - 87	Access Comm. Resources
Medfield	1987	1987 - 88	Support Enrichment Progs
Newton	1983	1984 - 85	Proposition 2 1/2
Northampton	1986	1986 - 87	Support Art/Culture Progs
Peabody	1985	1985 - 86	Access Comm. Resources
Randolph	1984	1984 - 85	Proposition 2 1/2
Rowley	1985	1986 - 87	Access Comm. Resources
South Shore	1983	1984 - 85	Access Comm. Resources
Springfield	1985	1985 - 86	Proposition 2 1/2
Tri-Town	1983	1986 - 87	Proposition 2 1/2
Wayland	1981	1983 - 84	Proposition 2 1/2
Wellesley	1984	1986 - 87	Proposition 2 1/2
Weston	1982	1985 - 86	Proposition 2 1/2
Worcester	----	1985 - 86	Access Comm. Resources

TABLE 3 -- DRIVING FORCE BEHIND LEF CREATION

	Parents	Schools	Businesses	Other
Acton/Boxborough	X	X		
Amesbury	X	X		
Boston			X	
Brookline	X		X	
Cambridge		X		Colleges & Mayor
Chelmsford		X		
Concord-Carlisle	X	X		
Dover-Sherborn	X			
Holden	X	X		
LAWW		X		
Longmeadow	X			
Lowell	X	X	X	Colleges & Mayor
Lynn			X	Mayor
Medfield	X	X		Mayor
Newton	X			
Northampton	X			
Peabody		X		
Randolph	X	X		
Rowley	X	X		
South Shore				
Springfield		X		
Tri-Town	X			
Wayland	X			
Wellesley	X			
Weston	X	X		
Worcester			X	

TABLE 4 -- GOVERNANCE STRUCTURE OF MASSACHUSETTS LEFS

	GOVERNANCE STRUCTURE			MEMBERS	NUMBER OF STAFF
	BOARD & EXEC. COMM.	LARGE BOARD ONLY	SMALL BOARD ONLY		
Acton/Boxborough		X		YES	NONE
Amesbury			X	YES	NONE
Boston	X			NO	10
Brookline	X			NO	NONE
Cambridge	X			YES	2
Chelmsford		X		NO	IN-KIND
Concord-Carlisle	X			YES	NONE
Dover-Sherborn			X	NO	NONE
Holden		X		YES	NONE
LAWW		S P E C I A L		NO	1
Longmeadow	X			NO	NONE
Lowell		X		NO	1
Lynn	X			NO	2
Medfield			X	YES	NONE
Newton	X			YES	1
Northampton		S P E C I A L	X	YES	NONE
Peabody			X	NO	NONE
Randolph		X		NO	NONE
Rowley			X	NO	NONE
South Shore		X		NO	NONE
Springfield	X			NO	1
Tri-Town			X	NO	NONE
Wayland		X		NO	NONE
Wellesley		X		YES	NONE
Weston		S P E C I A L		NO	IN-KIND
Worcester		S P E C I A L		YES	7

See "DISTINGUISHING FEATURES" section in individual LEF Profiles (Part 4) for a discussion of the Governance Structure of the LEFs identified as "SPECIAL."

TABLE 5 -- AFFILIATION OF MEMBERS OF GOVERNANCE BOARD

	PARENTS	SCHOOLS	BUSINESS	GOVT.	OTHER
Acton/Boxborough	X	X			P
Amesbury	X	X	X	L	
Boston			X	S & L	U & C
Brookline	X	X	X		C
Cambridge		X	X	L	U
Chelmsford	X	X	X	L	U
Concord-Carlisle	X	X			P
Dover-Sherborn	X				
Holden	X				
LAWW		X			
Longmeadow	X	X	X		
Lowell	X	X	X	L	U & C
Lynn	X	X	X	L	P & C
Medfield	X				
Newton	X		X		
Northampton	X				
Peabody		X	X	L	
Randolph	X	X	X		
Rowley	X	X	X		C
South Shore		X	X	S	U
Springfield	X	X	X	L	U & C
Tri-Town	X				
Wayland	X	X			C
Wellesley	X				
Weston	X	X	X		
Worcester		X	X		U & C

Under the Government Category --

"L" indicates representatives of "local government"

"S" indicates representatives of "state government"

Under the Other Category --

"P" indicates representatives of the student population

"U" indicates representatives of universities and other institutions of higher education

"C" indicates representatives of community organizations and other citizens

TABLE 6 -- FUNDRAISING STRATEGIES EMPLOYED BY MASSACHUSETTS LEFs

	SOLICIT BUSINESS	SPECIAL EVENTS	DIRECT MAIL	GRANTS	DUES	OTHERS
Acton/Boxborough			2			(1) Canvass Town
Amesbury		1		2	3	
Boston	1	3		2		
Brookline	2	3	1			
Cambridge	1			3	2	
Chelmsford	2	1				
Concord-Carlisle		2	1			
Dover-Sherborn		1	2			(3) Phone-a- Thon
Holden	3	4	2		1	
LAWW	1			2		
Longmeadow		2	1			(3) Sales
Lowell						
Lynn	1	2				
Medfield	1		2			
Newton	2	1	4	5	3	
Northampton				2	1	
Peabody	1					
Randolph	2			1		
Rowley	1	2			3	
South Shore				1		
Springfield	1			2		
Tri-Town	3		1			(2) Phone-a- Thon
Wayland	1	3	2			
Wellesley	3	4	2		1	
Weston	1					
Worcester	1			2		(3) Service Fees (4) Ads in Newsletter

Numbers indicate the effectiveness of each strategy, as ranked by the LEF, with "1" signifying the most effective strategy.

**Part 3B. Goals, Activities, Relationships
and Distinguishing Features**

Description of Profile Format

This section includes brief profiles of each of the twenty-six LEFs identified and surveyed for this Project. Each profile includes demographic and statistical information on the participating communities and school systems. In addition, each profile is broken down into four sections:

- * Goals & Orientation describes the current goals of the LEF. In addition, it indicates how these goals may have changed over time and the formal or informal mechanisms being used by the LEF to review its goals.
- * Activities describes the activities undertaken by the organization to support the local public schools and any formal or informal mechanisms employed to evaluate the impact of these activities. For organizations that provide grants to the schools, a discussion of the grant process and outcome is included.
- * Relationships describes the organization's relationships with the public schools, including the School Committee, central office administrators, school building administrators, the teaching staff, and others, with parents and the community, including local PTOs or booster clubs, and with businesses.
- * Distinguishing Features describes interesting aspects and innovative features of the organization.

ACTON/BOXBOROUGH STUDENT ACTIVITIES FUND

COMMUNITIES SERVED: Acton; Boxborough

NUMBER OF STUDENTS: 4000

NUMBER OF SCHOOLS: 7

GOALS & ORIENTATION	<ul style="list-style-type: none">* To supplement the general school budget by supporting extracurricular school activities that are identified by the School Committee.* To inform the community regarding the issues and needs of the schools.
ACTIVITIES	<ul style="list-style-type: none">* The organization contributes to the School Committee the funds it raises. The School Committee includes these funds as part of the general school budget. These additional funds are used to support specific activities in the arts and athletics that are identified by the School Committee.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- The relationship between the Fund and the Public Schools is considered "excellent," mainly because the Fund serves as a funding source. The Board of the LEF concurs with the School Committee and the Superintendent that decisions regarding school expenditures are the province of the School Committee and school administrators.* <u>With Local Businesses</u> -- Local businesses are primarily a source of funds and in-kind contributions. Business representatives do not sit on the Fund's Board.* <u>With Parents</u> -- Parents participate in all aspects of the Fund's policy development, management, and operations.* <u>With Other Community Organizations</u> -- The Fund has sought to differentiate its goals from that of local booster clubs. In general, the Fund focuses on basic art and athletics activities, while the booster clubs focus on the "extras."
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* The Fund employs a unique fundraising strategy. Each year, over 150 adults and 350 students participate in a massive door-to-door canvassing effort in Acton and Boxborough for public contributions to the Fund. This strategy has been effective for several years.

AMESBURY EDUCATION FUND

COMMUNITIES SERVED: Amesbury**NUMBER OF STUDENTS:** 2500**NUMBER OF SCHOOLS:** 5**GOALS
&
ORIENTATION**

- * To provide financial support for specific school programs and activities which are designed to improve and enhance the public schools. The specific programs and activities to be supported are identified and selected by the Fund.
- * To enhance the professional skills, abilities, and morale of the teaching staff through small grants in support of teacher developed and/or operated programs.

ACTIVITIES

- * The organization operates a mini-grant program. Its grants are awarded to teachers and principals for activities they develop, manage and operate. In choosing proposals for funding, the Fund looks at the general benefits of and overall need for the activities, as well as the number of students to be served or assisted. Grant applications are submitted on a brief form. Last year, the organization funded every application received.

RELATIONSHIPS

- * With Schools -- The Fund maintains a strong cooperative relationship with the Public Schools because school personnel serve on the Board and because the Fund's Directors make active efforts to communicate with school administrators.
- * With Local Business -- The business community serves as a source of funds and in-kind assistance for the Fund. Local businesses do not sit on the Fund's Board.
- * With Parents -- Parents play a major role in the policy development, management, and operation of the Fund.
- * With Other Community Organizations -- The Fund has undertaken limited interaction and some joint activities with the PTA.

**DISTINGUISHING
FEATURES**

- * The Fund is one of several LEFs to rely on special events fundraisers, such as a concert, an art auction, and a carnival as its major sources of revenue.

BOSTON PLAN FOR EXCELLENCE

COMMUNITIES SERVED: Boston

NUMBER OF STUDENTS: 60000

NUMBER OF SCHOOLS: 128

GOALS & ORIENTATION	<ul style="list-style-type: none"> * To provide the funds to establish, expand, and enhance a wide range of school programs and activities which improve the educational, extracurricular, or support services available to Boston Public School students. * To identify and utilize business, private and community resources to provide nonmonetary support for school staff and school activities.
ACTIVITIES:	<ul style="list-style-type: none"> * The Plan operates the School Initiatives Grants Program which provides grants of \$2500 to \$10,000 to individual schools. * The Plan operates the Hancock Endowment for Academics, Recreation and Teaching (HEART) which provides grants of \$5000 to middle school teachers and administrators for activities relating to basic skills education and intramural athletics. * The Plan operates Support for Early Educational Development (SEED) which provides grants to teachers and administrators for projects involving students in grades K to 3. * Grant applications are submitted on a detailed 25 page application form. In addition to assessing the benefits of proposed activities and the needs they address, the Plan seeks activities which serve the greatest number of students, are particularly innovative, and are outside the regular school budget. During the last funding cycle, 72 of 80 applications were funded. * The Plan operates the Teacher Fellowship Program which awards stipends to 60 teachers to attend a Teachers' Institute and participate in follow-up activities. The Institute focuses on a different curriculum area each year. * The Plan operates the Action Center for Educational Services and Scholarships (ACCESS) which assists students with scholarship applications and provides "last dollar" assistance to enable students to enter college. * The Plan publishes a Newsletter.
RELATIONSHIPS:	<ul style="list-style-type: none"> * <u>With Schools</u> -- School personnel were involved in the planning and development of the Plan's goals. The Plan's professional staff maintain regular contact with school administrators who transmit suggestions from school staff.

- * With Local Business -- Local businesses, particularly the four who have made the largest resource contributions to the Plan, had a major role in its development. They continue to have a major role in the Plan's decision-making and operations. Overall, local businesses make up a large proportion of the Plan's Board.
- * With Parents -- Parent involvement in the organization's development, decision-making activities, and ongoing operation is limited.
- * With Other Community Organizations -- While area colleges, universities and community organizations sit on the Plan's Board, their influence on its policies and goals has not been as great as that of local businesses. Area colleges and universities have been active participants in Plan-funded activities. Community organizations, on the other hand, have been less involved in these activities.

DISTINGUISHING FEATURES

- * The Plan's budget is several times higher than that of any other LEF in the Commonwealth, primarily due to the multi-million dollar endowment established by several local businesses. As a result, the number, scope and magnitude of the Plan's activities are greater than those of any other LEF.
- * The representation on the Plan's Board of a variety of community interests, including business, universities, community organizations, and state and local government.
- * The Plan has the largest professional staff of any LEF in the Commonwealth. These ten staff members include the Director, Associate Director, Program Associate for ACCESS, five ACCESS Advisors, a Secretary, and a Corporate Accountant.

BROOKLINE FOUNDATION

COMMUNITIES SERVED: Brookline

NUMBER OF STUDENTS: 5700

NUMBER OF SCHOOLS: 9

**GOALS
&
ORIENTATION**

- * To fund specific school programs and activities that are developed and operated by teachers and principals and selected by the Foundation.
- * To enhance the professional skills, abilities and morale of the teaching staff.

ACTIVITIES

- * The Foundation operates a mini-grant program through which small grants are made to teachers and principals. Grant applications are submitted on a short, simple form. The grant proposals are evaluated on their overall quality and impact on the staff, schools and the system. In addition, the Plan considers the degree to which the project promotes the professional development of staff, is particularly innovative, and falls outside the regular school budget. The School Committee has "sign-off" authority over Foundation grants.
- * The Foundation conducts an annual summer retreat, at which teachers spend several days talking with experts and writers on specific topics of mutual interest and participate in staff seminars and workshops.
- * Foundation publications include a newsletter and a teachers' journal, Reflections, which includes articles by teachers on educational policy, teaching innovations, and related subjects.
- * The Foundation promotes teacher recognition through the Caverly Award, an annual \$1200 award for teaching excellence.

RELATIONSHIPS

- * With Schools -- A close relationship is maintained by inviting School Committee review of each grant award, encouraging schools to nominate teachers for the Caverly Award, and supporting the publication of the teacher-run journal, Reflections. School staff also informally advise the Foundation during their review of grant applications.
- * With Local Business -- The business community plays no formal role in the development or operation of the Foundation and has been a limited source of funding support. Recently, however, a realty company agreed to provide 1% of its annual profits to the Foundation. The Foundation is using this model as it solicits other local businesses.

* With Parents -- Parents influence the development, management and operation of the Foundation.

* With Other Community Organizations -- The Foundation and the local PTA have had only limited interaction.

**DISTINGUISHING
FEATURES**

* The Foundation, unlike most other LEFs, places a great deal of emphasis on providing support and direct assistance to teachers.

CAMBRIDGE PARTNERSHIP FOR PUBLIC EDUCATION

COMMUNITIES SERVED: Cambridge

NUMBER OF STUDENTS: 7700

NUMBER OF SCHOOLS: 14

GOALS & ORIENTATION	<ul style="list-style-type: none">* To fund a small number of specific school programs and activities which are developed and implemented by school personnel.* To solicit and coordinate nonmonetary business, private and community resources that provide support for school staff and school activities.* To serve as an intermediary between the schools and community and corporate funders interested in assisting the schools.* To provide members of the public with information on the schools. The Partnership also acts as an advocate on behalf of the schools' needs.* To enhance the professional skills, abilities, and morale of the teaching staff through a mini-grant program.
ACTIVITIES	<ul style="list-style-type: none">* The Partnership operates a mini-grant program that awards grants to classroom teachers for activities focusing on priorities identified by the Partnership for that year. Last year it funded activities which focused on reducing the isolation felt by teachers and students and schools' isolation from each other and from the community. During the most recent funding cycle, the Partnership funded 13 of 57 proposals.* Direct services are provided to school staff through workshops, seminars, and direct assistance provided by the Partnership or by its member organizations.* The Partnership acts as a clearinghouse, an intermediary, and an advocate on behalf of the schools and school staff with corporate and institutional funders who are members of the Partnership.* The Partnership produces a newsletter which is included as an insert in the Cambridge Chamber of Commerce newsletter.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With Schools</u> -- The Superintendent and other school staff were significantly involved in the Partnership's creation and maintain a strong cooperative relationship through the presence of school personnel on the Board and through ongoing communication between Partnership and school staff.

- * With Local Business -- The business community was significantly involved in the creation of the Partnership and maintains a strong role in its decision-making, management, and operation. The Partnership is seen as an appropriate intermediary for targeting support to the schools.
- * With Parents -- Although parents were not involved in the creation of the Partnership, they have mandated seats on its Board. Parents, however, play a minor role in developing Partnership goals, contributing to decision-making, and implementing activities.
- * With Other Community Organizations -- Several area colleges and universities were involved in the Partnership's development and currently sit on its Board. They also participate in various Partnership activities related to direct service to teachers. Representatives of local government and community agencies also sit on the Partnership's Board and participate in Partnership activities. Community participation is also channeled through the Cambridge School Volunteers, another active Partnership member.

DISTINGUISHING FEATURES

- * The Partnership has a diverse set of goals and activities in addition to its operation of a mini-grant program.
- * The Partnership's Board of Directors represents a broad range of community interests.
- * The initial planning process in Cambridge involved the participation of the Cambridge community and continued for two years.

CHELMSFORD EDUCATION FOUNDATION**COMMUNITIES SERVED:** Chelmsford**NUMBER OF STUDENTS:** 5600**NUMBER OF SCHOOLS:** 7

GOALS & ORIENTATION	<ul style="list-style-type: none">* To provide direct financial support to a wide range of innovative and replicable school programs and activities.* To assist the Public Schools in obtaining grants from private community and corporate funders.* To serve as an information source to the community on the schools' goals and activities.
ACTIVITIES	<ul style="list-style-type: none">* The Foundation operates a mini-grant program, which awards grants to teachers, administrators, and interested citizens. It examines the general quality and impact of the proposals and the degree to which they are innovative, replicable and promote cooperation among teachers, schools, and the community. During the last year, 3 of 15 applications were funded.* Direct services are provided to students through a Job Placement Officer who assists students in finding afterschool work, primarily with United Parcel Service (which provides funding for the position).* The Partnership also supports public information publications and activities.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With Schools</u> -- A close working relationship is maintained through school system representation on the Board, staffing provided by school system's Department of Community Education, and a requirement of preliminary sign-off on grant applications by school principals.* <u>With Local Businesses</u> -- Close working relationships exist with many local businesses. Business representatives serve on the Board and meet regularly with Foundation staff to develop and maintain special projects.* <u>With Parents</u> -- While parents serve on the Foundation's Board, their influence on its policies and participation in its operation are less apparent than that of the School Department and the business community.* <u>With Other Community Organizations</u> -- The Foundation and local booster clubs have successfully differentiated their roles regarding the schools and the activities each support.

**DISTINGUISHING
FEATURES**

- * The Chelmsford Foundation conducted a lengthy, two year planning process which involved considerable investigation and discussion by an Advisory Council. This process contributed to the development of a strong base of administrative and community support for the Foundation.
- * The Chelmsford Foundation benefits from an unusually large School Department contribution to the management and operation of the Foundation, including office space and staff support.
- * The Foundation is one of several LEFs which allows non-school personnel to compete for grants.

CONCORD-CARLISLE HIGH SCHOOL PARENTS' ASSOCIATION

COMMUNITIES SERVED: Concord; Carlisle

NUMBER OF STUDENTS: 1100

NUMBER OF SCHOOLS: 1

GOALS & ORIENTATION	<ul style="list-style-type: none">* To operate a mini-grant program which funds educational programs and activities developed by school staff, parents and students.* To provide the community with regular information regarding the schools and to develop community support to help meet the school's ongoing needs.* To promote and improve the interactions between school staff and parents.* To serve as a forum for parents and members of the public to discuss school-related issues and exchange views with school administrators and staff on these issues.
ACTIVITIES	<ul style="list-style-type: none">* The Association operates a mini-grant program in which grants are awarded to teachers, students, administrators, and parents for educational activities which serve the greatest number of students, are innovative, and are unable to access other sources of funding. During the last year, the program funded 80% of its applications.* The Association provides public information and advocacy regarding the schools through a newsletter and through its public meetings.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With Schools</u> -- The close working relationship that exists between School staff and parents is maintained through the participation of the high school principal on the Board and frequent solicitation of staff views regarding activities. The school has encouraged the independence and activism of the Association.* <u>With Local Businesses</u> -- The local small business community serves primarily as a source of financial and in-kind contributions. It also plays a limited role in the Association's policy development and operation.* <u>With Parents</u> -- Parents have significant influence on the decision-making process and the operation of the Association.* <u>With Other Community Organizations</u> -- The Association maintains active relationships, through joint projects and sharing information and ideas, with a drug education group, the Mental Health Association, family service agencies, and the Police Department.

**DISTINGUISHING
FEATURES**

- * The Association is the only Massachusetts LEF to emphasize discussions of the schools and of specific school-related issues.
- * The Association is among the few LEFs which permit students and parents to submit mini-grant applications.

DOVER-SHERBORN EDUCATION FUND

COMMUNITIES SERVED: Dover; Sherborn

NUMBER OF STUDENTS: 1500

NUMBER OF SCHOOLS: 5

GOALS & ORIENTATION	* To fund the establishment or the continued operation of a wide range of educational programs and activities which improve and enhance the educational services offered by the public schools.
ACTIVITIES	* The Fund operates a mini-grant program which awards grants to teachers, administrators, parents, and other interested citizens for activities which have significant impact on students and address specific school needs as identified by Access Committees, which have been established in each of the four schools assisted by the Fund. These Committees include teachers, parents, principals, members of the School Committee and the PTO, and Fund members. Last year, the Fund awarded grants to 50% of its applicants.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- An effective working relationship is maintained with the Public Schools through the placement of school staff on the Fund's Board and on the Access Committees. The Fund's decision-making process regarding mini-grants emphasizes a collaborative partnership between school staff and parents.* <u>With Local Businesses</u> -- Business is not involved in the Fund or its activities.* <u>With Parents</u> -- Parent representation on the Board and the Access Committees of each school is significant. Parents regard these bodies as a chance to work collaboratively with school staff.* <u>With Other Community Organizations</u> -- The PTO's work with the Fund through their representation on the Access Committees in each school.
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* The use of school building-based Access Committees as the first step in approving mini-grants empowers school site staff and promotes a collaborative approach to decision-making between school staff, parents, and the PTOs.* This Fund is one of several LEFs which allows parents and other interested members of the community to receive mini-grants.

HOLDEN ENDOWMENT FOR THE ADVANCEMENT OF LEARNING**COMMUNITIES SERVED:** Holden**NUMBER OF STUDENTS:** 1600**NUMBER OF SCHOOLS:** 5

GOALS & ORIENTATION	* To provide financial support for specific school programs and activities, identified and selected by the Endowment's Board of Directors.
ACTIVITIES	* The Endowment operates a mini-grant program through which grants are made to teachers and principals to support specific educational activities. Among the criteria considered by the Endowment are the number of students benefiting from proposed projects, innovations, the long-term impact on the schools, and the cost-effectiveness of proposed projects. Last year, the Endowment funded 5 of the 12 grant proposals that were submitted.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- Extensive communication between the Endowment and the School Committee have been used to establish a good working relationship between the Endowment and the Schools. School principals participate in the grant review process by submitting recommendations on proposals.* <u>With Local Businesses</u> -- Business participation or involvement in the Endowment is slight.* <u>With Parents</u> -- Parents have been the driving force behind the organization. They play a significant role in the development of the Endowment's goals and policies and serve as a primary funding source for the Endowment.* <u>With Other Community Organizations</u> -- Effective working relationships have been established with PTOs, whose representatives serve on the Endowment's Board of Directors. The Endowment and the PTOs have developed mutually acceptable delineations of responsibilities and interests: PTO fundraising serves to buy "things," while Endowment fundraising supports teachers.
DISTINGUISHING FEATURES	* Parents played a major role, not only in developing and managing this LEF, but also as the major source of funding.

LEXINGTON-ARLINGTON-WINCHESTER-WOBURN (LAWW) PARTNERSHIP PROGRAM**COMMUNITIES SERVED:** Lexington; Arlington; Winchester; Woburn**NUMBER OF STUDENTS:** 16,000**NUMBER OF SCHOOLS:** 38

GOALS & ORIENTATION	<ul style="list-style-type: none">* To establish and support specific school programs and activities which pool the resources of the four participating school systems and promote greater collaboration among the four systems.* To draw upon local businesses to support the Partnership's activities with both financial and nonmonetary assistance.
ACTIVITIES	<ul style="list-style-type: none">* The Partnership provides direct services to teachers and administrators through training workshops and seminars and by facilitating guest speakers and site visits to local businesses.* The Partnership operates special projects to meet the needs of the four school systems, such as the recent development of six videotapes on the personal and social concerns of secondary school students (including AIDS; health; eating disorders; and peer pressure).
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- The Partnership is essentially a creation of the four participating school systems. The four systems make all policy and operational decisions regarding the Partnership.* <u>With Local Businesses</u> -- Area businesses assist the schools in developing and supporting individual Partnership activities through financial and nonmonetary contributions.* <u>With Parents</u> -- There is no parent involvement in the Partnership's decision-making process or activities.* <u>With Other Community Organizations</u> -- The Partnership is seeking to establish closer working connections with community groups concerned with problems facing adolescents.
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* The Partnership has completed a series of effective projects which benefit the four participating school systems and other area schools. These projects include the development of the videotape series, discussed above. In addition, the Partnership developed a Management Skills Training Program for school administrators.

LONGMEADOW EDUCATION ASSISTANCE PROGRAM

COMMUNITIES SERVED: Longmeadow

NUMBER OF STUDENTS: 2900

NUMBER OF SCHOOLS: 6

GOALS & ORIENTATION	<ul style="list-style-type: none"> * To act as an information source for the community on the operation of the public schools. * To operate a mini-grant program to fund programs and activities designed to improve and enhance the educational services available to children attending the public schools.
ACTIVITIES	<ul style="list-style-type: none"> * This LEF operates a mini-grant program that awards grant to teachers and administrators for activities which increase the motivation of students or which enhance or enrich the curriculum. The LEF seeks programs which are replicable and are outside the regular school budget. The organization conducts a thorough application review process including interviews with the applicants, their supervisors, and the Associate Superintendent for Curriculum and Instruction. Last year, grants were awarded to all applicants. * The LEF conducts informational workshops and seminars for staff and parents.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- This LEF has developed good relations with the School Committee and maintains a close working relationship with school staff as a result of extensive discussions held during the consideration of grant applications. * <u>With Local Businesses</u> -- Business involvement has focused on joint development, sponsorship, and support of informational and fundraising workshops and seminars. * <u>With Parents</u> -- Parents were the driving force in the organization's creation and continue to play a significant role in the development of its policy and in its management and operations. However, involvement is limited among elementary school parents. * <u>With Other Community Organizations</u> -- Cooperative working relationships with the PTOs have been established. A seminar on middle school children was jointly developed and sponsored with the PTOs.

**DISTINGUISHING
FEATURES**

- * This LEF conducted informational seminars and forums as part of its fundraising strategy.
- * The organization was innovative in its sale of student schedule planners, for use in writing assignments and appointments, as a fundraising tool.
- * The organization employed a detailed grant review process which involves extensive interviews of school staff.

LOWELL EDUCATION FUND

COMMUNITIES SERVED: Lowell

NUMBER OF STUDENTS: 12,000

NUMBER OF SCHOOLS: 29

**GOALS
&
ORIENTATION**

- * To use funds provided through the Lowell Plan to support the development of replicable projects that address specific curricular needs of the Lowell Public Schools.
- * To draw upon various resources in the community to assist teachers in improving their classroom lessons.
- * To identify community and corporate funders interested in assisting the schools and to assist the schools in gaining access to these funds.
- * To operate as a source of information on the public schools for community decision-makers and the general public.

ACTIVITIES

- * The Fund operates a mini-grant program which awards grants to teachers for activities that address specific curricular areas and that are replicable. The Fund conducts extensive evaluation and review of the funded activities and reports its results to the Lowell Plan.
- * The Fund provides public school staff with technical assistance in developing, implementing, and adapting the results of funded projects for classroom use.

RELATIONSHIPS

- * With the Schools -- The Fund maintains an effective working relationship with the schools. The Superintendent and school administrators participate in an advisory role in decision-making regarding the mini-grants. Grants have been awarded to every school in the system. The Fund's part-time coordinator spends time in the system's schools on other projects and has an extensive informal network of contacts at all levels in the schools.
- * With Local Businesses -- The Fund maintains a good working relationship with local businesses through their involvement in the Lowell Plan. Direct and independent business involvement in the Fund remains limited. Expanding business involvement is a major priority of the Fund.
- * With Parents -- Parents serve on the Fund's Board of Directors. They participate both in the Fund's policy development and in its operation.

DISTINGUISHING FEATURES

- * With Other Community Organizations -- The Fund coordinates its mini-grant programs with other community funding programs through the Office of Cultural Affairs and the First Foundation (which is chaired by the Fund's coordinator).
- * The Fund is linked to the Lowell Plan, a community-wide effort to guide the city's future development and growth. Efforts to improve the schools are planned in collaboration with a larger community improvement effort.
- * This LEF is unique in that it receives staffing support through the University of Lowell's Center for Field Studies. Staff are able to draw upon the resources, research base, and the practical experiences of the University.
- * The Fund is governed by a Board of Directors which includes a membership that is broadly representative of the diverse interests in the community.

LYNN BUSINESS-EDUCATION PARTNERSHIP**COMMUNITIES SERVED:** Lynn**NUMBER OF STUDENTS:** 11,000**NUMBER OF SCHOOLS:** 25

GOALS & ORIENTATION	<ul style="list-style-type: none">* To support and expand career education programs in the high school.* To fund a range of specific school programs and activities which are designed to improve and enhance education at all grade levels.* To draw upon human resources in the community and among businesses to supplement the funding for program and activities with nonmonetary contributions.
ACTIVITIES	<ul style="list-style-type: none">* The Partnership operates a mini-grant program in which grant applications are accepted from teachers, administrators and students for activities, particularly focusing on science, which fall outside the regular school budget. Grants were awarded to about 75% of the grant applicants. Each awarded project is visited by a Board member who gathers information on its progress.* The Partnership provides technical assistance to administrators through special grants.* The Partnership will establish and operate an alternative school, the Occupational Center, under a \$175,000 contract with the School Committee.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- An effective working relationship was established during the development of the Partnership through the participation of two School Committee members on the planning task force. This relationship has been maintained through the presence of the Superintendent and the President of the teachers' union on the Partnership's Board of Directors. The strength of this relationship is demonstrated by the recent contract between the Partnership and the School Committee to operate an alternative school.* <u>With Local Businesses</u> -- The Partnership's links to the local Private Industry Council allowed it to develop and maintain business participation in its policy development and operation.

- * With Parents -- Parents participated in the development and are involved in the current operation of the Partnership through the PTA's. PTA presidents served on the planning task force and currently serve on the Board of Directors. Parents of special needs students have been consulted extensively during the development of the alternative school.
- * With Other Community Organizations -- The Partnership actively recruited the participation on its Board of representatives from a variety of community groups, including organizations such as the Lions, Kiwanis and Rotary Clubs and local professional associations.

DISTINGUISHING FEATURES

- * Its well-established connection with the PICs provides the Partnership avenues of communication with community-based agencies and local businesses.
- * The level of the financial contributions and commitments made by local businesses over a five year period provide the Partnership with a unique level of security in its activities and in its staffing.
- * The Partnership will develop and manage an alternative school under contract with the School Committee.

MEDFIELD COALITION FOR PUBLIC EDUCATION**COMMUNITIES SERVED:** Medfield**NUMBER OF STUDENTS:** 1900**NUMBER OF SCHOOLS:** 4

GOALS & ORIENTATIONS	<ul style="list-style-type: none">* To supply the funds needed to establish or maintain specific educational enrichment programs and activities, especially those targeted at gifted and talented students.
ACTIVITIES	<ul style="list-style-type: none">* The Coalition conducts curriculum development workshops for school staff and provides them with the associated materials for implementing the curricular activities.* The Coalition maintains a Speakers Bureau to provide direct services to students and provide classroom assistance for teachers.* A mini-grant program is planned for next year. The details of this program have yet to be determined.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- Positive relationships have been built through extensive communication and interaction between the Coalition and school staff.* <u>With Local Businesses</u> -- Contact with businesses is minimal, but remains a major priority of the Coalition. Plans call for employing the Medfield Employment Management Organization as a conduit for business interaction.* <u>With Parents</u> -- The Coalition was established and is operated by parents. Parent involvement remains limited to the core of individuals responsible for the organization's creation.
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* To define local areas of needs and interests, this LEF created a Survey Committee to determine the priorities and perceptions of the community.* An Initial Projects Committee has been formed to identify specific high-visibility projects that could help publicize the Coalition during its start-up phase.

NEWTON SCHOOLS FOUNDATION

COMMUNITIES SERVED: Newton

NUMBER OF STUDENTS: 9700

NUMBER OF SCHOOLS: 20

GOALS	<ul style="list-style-type: none"> * To operate a mini-grant program that provides funding for a wide range of specific school programs and activities, selected by the Foundation.
*	
ORIENTATIONS	<ul style="list-style-type: none"> * To provide nonmonetary support (in the form of speakers, supplies and equipment, office space, etc.) for students and school staff by drawing upon community resources. * To publicize to the general public the activities and the problems/needs of the public schools and to advocate on the schools' behalf before local policy-makers. * To enhance the professional skills, abilities and morale of the teaching staff through a mini-grant program. * To create an educational environment which promotes the recruitment of a high-quality teaching and administrative staff.
ACTIVITIES	<ul style="list-style-type: none"> * The Foundation operates a mini-grant program which awards grants to teachers, administrators, and parents for activities which promote public knowledge and appreciation of the schools, have a significant academic or social impact on schools, and have a high degree of staff support. The Foundation favors grant programs that are innovative and replicable. Last year, grants were awarded to about one-third of the applicants. * The Foundation assists staff in obtaining funding from public and private funding sources for projects beyond the funding capacity of the Foundation. * Direct service to staff on grant-writing is provided through workshops by Foundation staff. * The Foundation maintains a Resource Center for Newton staff. * The Foundation publishes a newsletter.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- Although the Foundation consults with school staff regarding its mini-grant program and its other activities, it emphasizes its independence from the School Department and School Committee. The influence of the Superintendent and school staff on the Foundation's policies and decisions is limited and indirect.

- * With Local Businesses -- Local businesses have minimal impact on Foundation policies, although they provide significant financial support for the Foundation's activities.
- * With Parents -- Parents were the driving force behind the Partnership's creation and are dominant force in the Partnership's leadership.
- * With Other Community Organizations -- The Foundation has successfully developed a positive working relationship with the very active PTAs in Newton. Recent efforts have been undertaken to coordinate fundraising activities and to differentiate the focuses of the Foundation (a broader city-wide focus) from those of the PTAs (narrower school building focus).

**DISTINGUISHING
FEATURES**

- * This Foundation uses a multifaceted approach, employing diverse fundraising strategies and conducting a wide range of activities.
- * The Foundation established and continues to manage a Resource Center for school staff.

NORTHAMPTON ADVOCATES FOR CHILDREN'S EDUCATION

COMMUNITIES SERVED: Northampton

NUMBER OF STUDENTS: 3200

NUMBER OF SCHOOLS: 8

GOALS & ORIENTATION	<ul style="list-style-type: none"> * To assist the public schools in identifying community and corporate funders and in gaining access to potential funding sources interested in supporting arts and cultural programs. * To serve as an informational resource for the community regarding the public schools. * To promote increased parent involvement in the operation of the school, in school decision-making and in policy development.
ACTIVITIES	<ul style="list-style-type: none"> * This LEF provides assistance to schools and school staff in identifying and applying for public and private grants to support educational activities. * The organization produces a newsletter to inform teachers, parents and members of the community about programs and issues in the schools. * The LEF conducts forums for teachers, parents, and the public on various educational issues.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- A positive working relationship has been developed with school administrators and with central administration. This LEF has a good reputation for assisting staff and providing what it promises. * <u>With Local Businesses</u> -- Local businesses are not involved with the organization and are not a source of funds. * <u>With Parents</u> -- This organization was established by parents, who continue to have significant influence over its policies and operation. * <u>With Other Community Organizations</u> -- The LEF has developed good working relations with PTOs. Next year it plans to work with the local Arts Lottery.
DISTINGUISHING FEATURES	<ul style="list-style-type: none"> * This organization was established under the leadership of local parents, who retain influence over the policies and operation of this LEF. * Primary emphasis is placed on identifying potential private funding sources and assisting the schools to access these resources.

PEABODY EDUCATIONAL COUNCIL**COMMUNITIES SERVED:** Peabody**NUMBER OF STUDENTS:** 6100**NUMBER OF SCHOOLS:** 11

GOALS & ORIENTATION	<ul style="list-style-type: none">* To provide funding for specific school programs and activities selected by the Council.* To identify and utilize business, private and community resources to provide nonmonetary support for school staff and school activities.
ACTIVITIES	<ul style="list-style-type: none">* The Council operates a mini-grant program which provides grants to teachers for various educational projects and activities. Grants were awarded to about one-third of the applicants last year.* The Council operates a Speakers' Bureau to assist and supplement teachers' activities in the classroom.* The Council provides direct services to students through workshops and seminars.* The Council produces a newsletter.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- Positive communications are maintained through school representation on the Council's Board and on three of the four Council committees. However, school representatives have limited influence on the Council's decisions and operations and are seen as a resource to assist business representatives on the Council in developing Council goals and accomplishing its objectives.* <u>With Local Businesses</u> -- Local business representatives have significant influence on the policy decision and operation of the Council. Twelve business representatives sit on the Council's Executive Committee and additional business representatives participate on the Council committees and provide funding support for Council activities.* <u>With Parents</u> -- Parents have minimal influence on the Council policy-making and operations and involvement in Council activities.* <u>With Other Community Organizations</u> -- The Council has little interaction with other community organizations in Peabody.

**DISTINGUISHING
FEATURES**

* This LEF has a management structure which includes an Executive Committee and four SubCommittees: Fundraising, Speakers' Bureau, Job Opportunity, and Best Bet (a mini-grant program). The subcommittees includes an Executive Committee representative and other individuals who are not on the Council's Executive Committee. This structure helps to make the LEF responsive and accessible to the general public.

SOUTH SHORE REGIONAL (QUINCY) EDUCATION FOUNDATION

COMMUNITIES SERVED: 50 communities (Boston to Plymouth)

NUMBER OF STUDENTS: NA

NUMBER OF SCHOOLS: NA

GOALS & ORIENTATIONS

- * To provide both financial and nonmonetary support to educational programs and activities, selected by the Foundation, which are designed to improve and enhance the educational services available through the public schools.
- * To serve as a source of public information about the public schools.

ACTIVITIES

- * Until this year, the Foundation operated a mini-grant program which accepted applications for activities that included significant collaboration between school staff and the business community. Funds provided by the Foundation had to be matched by funds received from another funding source.
- * The Foundation produces a newsletter which is included in the South Shore Chamber of Commerce newsletter.
- * Limited activities have been undertaken during 1987-88.

RELATIONSHIPS

- * With the Schools -- Contact with school systems has been limited by the Foundation's one-year period of dormancy. However, the Foundation reports that representatives from 50 South Shore school systems have attended Foundation meetings.
- * With Local Businesses -- Decisions and operations of the Foundation are heavily influenced by the South Shore Chamber of Commerce and a active group of 20 South Shore businesses. Efforts are being undertaken to expand the pool of active businesses to include more of the 2000 businesses located on the South Shore.
- * With Parents -- Parent involvement with the Foundation has been minimal.
- * With Other Community Organizations -- The Foundation is exploring the development of collaboration with area colleges and universities and with community groups on the South Shore. Contacts with community groups may be channeled through the South Shore Coalition.

DISTINGUISHING FEATURES

- * The Foundation serves a regional grouping of school systems.
- * The Foundation requires the existence of business-education collaboration as a prerequisite for receiving funds under its mini-grant program.

RANDOLPH FOUNDATION

COMMUNITIES SERVED: Randolph

NUMBER OF STUDENTS: 3900

NUMBER OF SCHOOLS: 7

GOALS & ORIENTATIONS	* To fund the establishment of child care facilities in the community.
ACTIVITIES	* Funds received by the Foundation, primarily through a competitive proposal process, have been targeted toward the planning and development of an on-going child care project.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- A positive relationship is maintained through the presence of the Superintendent on the Foundation's Board of Directors.* <u>With Local Businesses</u> -- Although businesses already participate on the Foundation's Board and have made funding commitments, the Foundation is developing a concrete strategy for further tapping business resources for and promoting business involvement in the Foundation's project.* <u>With Parents</u> -- While parents participate on the Foundation Board, influence and involvement have been limited to a small group of individuals.* <u>With Other Community Organizations</u> -- The Foundation has limited contact with other community organizations.
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* The Foundation focuses its attention on child care.* The Foundation relies for its funding on grant applications to corporate and charitable institutions.

ROWLEY PUBLIC EDUCATION FUND

COMMUNITIES SERVED: Rowley

NUMBER OF STUDENTS: 400

NUMBER OF SCHOOLS: 1

GOALS & ORIENTATION	<ul style="list-style-type: none">* To operate a mini-grant program which funds educational programs and activities selected by the Fund.* To provide additional resources to the school by identifying and utilizing business, private and community resources.* To provide the general public and community with information regarding public education and to act as an advocate on behalf of the school.* To promote increased parent and community involvement in the operation of the school, school decision-making, and policy development.
ACTIVITIES	<ul style="list-style-type: none">* The Fund operates a mini-grant program which awards grants to teachers, interested members of the community, and community organizations for activities which provide the greatest number of students with high-quality educational services. Applications are evaluated on the quality of the proposed activity, the competence of the applicant, the level of support demonstrated by the school's administrators, and the number of students to be served. Last year, the Fund awarded grants to every applicant.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- School representatives have both formal and informal influence on the policies and operations of the Fund. Their formal influence comes through their positions on the Fund's Board. Informally, school staff are consulted extensively by the Fund in assessing grant proposals.* <u>With Local Businesses</u> -- Business involvement has been limited to a small number of isolated contributions. Efforts are now being undertaken to expand business contributions to the Fund and business involvement.* <u>With Parents</u> -- Parents exert a significant influence on the Fund's policies and operations.* <u>With Other Community Organizations</u> -- The relationship with the PTO has been characterized by cooperation and collaboration. Efforts have been made to maintain and expand avenues of communication between the two groups to ensure continued collaborations.

**DISTINGUISHING
FEATURES**

* The Fund has developed an active and effective collaboration with the local PTOs by pursuing various strategies to promote communication, including collaborating on joint projects and having PTO officers on the Fund's Board.

SPRINGFIELD EDUCATION PARTNERSHIP**COMMUNITIES SERVED:** Springfield**NUMBER OF STUDENTS:** 22,000**NUMBER OF SCHOOLS:** 40

GOALS & ORIENTATIONS	<ul style="list-style-type: none">* To support the establishment and expansion of educational programs and activities developed by school staff which focus on meeting the needs of at-risk youth.* To serve as an information source on and an advocate for the public schools.* To provide support to students at risk of academic failure, socially irresponsible behavior and dropping out of school.
ACTIVITIES	<ul style="list-style-type: none">* The Partnership operates a mini-grant program which awards grants to teachers for activities which support students at risk of failure. The Partnership particularly seeks to fund activities which are innovative and which fall outside the regular school budget. Last year, about half of the applications were funded.* The Partnership has also convened informational workshops and seminars to inform the community about issues relating to the schools.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- Strong initial support for the Partnership existed within the School Department. A shift in priorities on the part of the Partnership from enrichment activities to "at risk" students created some confusion and misunderstanding between the Partnership and the School Department. Efforts are underway to resolve this misunderstanding.* <u>With Local Businesses</u> -- The current focus on at risk students is a reflection of business influence on the Partnership. Participating business leaders have recently emphasized the importance of assisting at risk students and have sought to use the Partnership as a major player in an effort to address more fully the needs of these students.* <u>With Parents</u> -- Parents participate on the Partnership's Board but have limited involvement.* <u>With Other Community Organizations</u> -- Area colleges and community organizations are represented on the Partnership Board.
DISTINGUISHING FEATURES	<ul style="list-style-type: none">* The Partnership has adopted a dramatic change in focus by shifting from general enrichment programs to programs specifically designed to assist at risk students.

TRI-TOWN EDUCATIONAL FOUNDATION**COMMUNITIES SERVED:** Boxford; Middleton; Topsfield**NUMBER OF STUDENTS:** 2700**NUMBER OF SCHOOLS:** 6

GOALS & ORIENTATIONS	<ul style="list-style-type: none"> * To create and manage a mini-grant program which provides financial support for the establishment and maintenance of educational activities and programs to improve the educational quality of the services provided to the students by the public schools. * To supplement financial resources with nonmonetary support drawn from community, business, and other resources.
ACTIVITIES	<ul style="list-style-type: none"> * The Foundation operates a mini-grant program which awards grants to school staff, students, parents, and other members of the community. The Foundation particularly seeks grants which are innovative and replicable and which serve the largest number of students. Last year, six of the forty applications submitted were funded. * The Foundation established a Speakers' Bureau that was composed of business participants.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- School representatives, although they sit on the Foundation Board, have limited influence on the policy decisions and the operation of the Foundation. * <u>With Local Businesses</u> -- Local businesses have limited influence over the policy decisions and operations of the Foundations, but efforts are underway to expand the level of business involvement by recruiting additional business participants. * <u>With Parents</u> -- Parents serve on the Board of Directors and have major influence on its policy development, decision process, and operation. * <u>With Other Community Organizations</u> -- The Foundation has developed cooperative relations with the PTOs and has yet to focus on other community organizations.
DISTINGUISHING FEATURES	<ul style="list-style-type: none"> * The Foundation has developed positive, stable relationships with the schools, local businesses, and other community organizations. * This Foundation conducts a "phone-a-thon" which engages the entire community in a telephone solicitation.

WAYLAND PUBLIC SCHOOL FUND

COMMUNITIES SERVED: Wayland

NUMBER OF STUDENTS: 2100

NUMBER OF SCHOOLS: 4

GOALS & ORIENTATIONS	<ul style="list-style-type: none">* To fund projects and activities which improve the quality of the educational and other services provided to students by the public schools.* To provide the school with nonmonetary support to supplement the funding already received. This nonmonetary support is solicited from community, business and other resources.
ACTIVITIES	<ul style="list-style-type: none">* The Fund operates a mini-grant program which awards grants to teachers and administrators. The Fund particularly seeks to support activities which serve significant numbers of students, are particularly innovative, and are outside the regular school budget. This program is unusual in that it does not request proposal applications. Fund members identify possible ideas, review these ideas with the school principals, and select a small number of projects, often only one, that they will support. Fundraising is conducted only after the targeted projects have been identified.
RELATIONSHIPS	<ul style="list-style-type: none">* <u>With the Schools</u> -- A good relationship with the school system was established initially because of the reputation of the Fund's leaders as allies of the schools. The relationship has been maintained due to the Fund's ongoing communication with principals and other school staff.* <u>With Local Businesses</u> -- There are few large businesses in the community and the small businesses are besieged by requests for funding. As a result, businesses have not been seen as a profitable source of funding or other assistance.* <u>With Parents</u> -- Parents were the driving force behind the creation of the Fund and retain significant influence on the Fund's policies and operation.* <u>With Other Community Organizations</u> -- Joint activities have been undertaken with PTOs, a Cultural Enrichment Group, and School Improvement Councils. The Fund takes special care not to compete with these groups or with the high school scholarship fund or the athletics boosters.

**DISTINGUISHING
FEATURES**

* The Fund does not request funding proposals. Instead, the members of the Fund's Board identify projects for funding. Only after the Fund has selected these targeted projects does it begin to raise funds. Funding sources have, therefore, a very specific understanding of the uses of their contributions.

CITIZENS FOR WELLESLEY PUBLIC EDUCATION (CWPE)

COMMUNITIES SERVED: Wellesley**NUMBER OF STUDENTS:** 3200**NUMBER OF SCHOOLS:** 8

GOALS & ORIENTATIONS	<ul style="list-style-type: none"> * To draw upon and coordinate the use of business and community resources to provide nonmonetary support to school staff and school activities. * To act as a public informational resource for the general public and as an advocate on behalf of the school. * To provide financial support for innovative school programs and activities selected by the organization.
ACTIVITIES	<ul style="list-style-type: none"> * CWPE operates a mini-grant program which awards grants to teachers to support their efforts to implement innovative activities in their classrooms. * The organization provides direct services to teachers and students in science through the purchase of equipment, support of field trips, and operation of a Speakers' Bureau. * CWPE provides direct services to staff through the Professional Planning Center, Management Seminars for school administrators, and assistance in the creation of child development projects. * CWPE provides direct services to students through the recruitment and training of Guidance Associates who assist guidance counselors. * The organization sponsors an annual education forum to inform the community about important school issues. * The organization prepares publications to inform the community regarding the school system.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- The School System recognizes that the independent nature of the organization can be both a challenge and an opportunity. The working relationship with the schools is maintained through the presence of school representatives on the organization's Board and through a liaison from the School Committee. The Superintendent focuses her efforts on minimizing duplication by CWPE and the schools and ensuring that its objectives relate to those of the system. * <u>With Local Businesses</u> -- Business involvement has been sporadic and limited. Only a few businesses have provided direct funding or indirect support.

- * With Parents -- The organization's policies and operations are significantly influenced by a group of active parents who participated in the organization's creation and continue to participate in its ongoing operation.
- * With Other Community Organizations -- In an effort to create positive relations with the local PTOs, a representative of the PTO Central Council (a coalition of local PTO presidents) has been invited to joint the organization's mini-grant review committee. CWPE has engaged in programming that has involved local colleges (Wellesley and Babson) in sharing their expertise with teachers and administrators.

DISTINGUISHING FEATURES

- * This organization has significant diversity in the goals it has set and activities it has undertaken.
- * CWPE places significant emphasis on providing direct services to teachers and other school staff.

WESTON EDUCATIONAL ENRICHMENT FUND

COMMUNITIES SERVED: Weston

NUMBER OF STUDENTS: 1700

NUMBER OF SCHOOLS: 4

GOALS & ORIENTATIONS	<ul style="list-style-type: none"> * To increase the general school budget and allow the School Committee to support school activities that otherwise would go unfunded. * To provide financial support for school programs and activities selected by the Fund.
ACTIVITIES	<ul style="list-style-type: none"> * The Fund operates a mini-grant program which awards grants to teachers for enrichment projects, outside the regular school budget, which benefit the largest number of students and would not otherwise occur. Last year, 80% of the applications received grant awards. * The Fund conducts workshops for students on a variety of topics including peer pressure and social issues.
RELATIONSHIPS	<ul style="list-style-type: none"> * <u>With the Schools</u> -- As a subcommittee of the School Committee, the Fund has a close working relationship with school staff. Fund members engage in informal communication with school staff on potential project ideas, but retain autonomy in their decision-making regarding grants. * <u>With Local Businesses</u> -- Businesses have played a limited role with regard to the Fund -- mainly by providing funds or services to support specific projects. * <u>With Parents</u> -- Parents, with five of the six positions on the Fund's six-person management council, wield a major influence on the Fund's decision-making and operation. * <u>With Other Community Organizations</u> -- The organization maintains close working relationships with groups such as the PTOs. Cooperation is maintained by liaisons between the respective Boards of Directors.
DISTINGUISHING FEATURES	<ul style="list-style-type: none"> * The Fund is unique among LEFs in the Commonwealth because it is organized within the structure of the School Committee. However, the Fund has developed its own decision-making authority which is independent of and non-reviewable by the School Committee.

WORCESTER ALLIANCE FOR EDUCATION

COMMUNITIES SERVED: Algonquin Reg.; Auburn; Berlin/Boylston; Clinton; Douglas; Dudley/Charlton Reg.; Gardner; Grafton; Hopedale; Leicester; Marlborough; Milford; Millbury; Northbridge; No. Brookfield; Rutland; Shrewsbury; Southbridge; Spencer/E. Brookfield; Sutton; Tantasqua Reg.; Uxbridge; Wachusett Reg.; W. Boylston; W. Brookfield; Worcester

NUMBER OF STUDENTS: 63,000

NUMBER OF SCHOOLS: 140

**GOALS
&
ORIENTATIONS**

- * To provide financial and nonmonetary support for a wide range of programs and activities developed by school staff and designed to improve the educational and other services available through the public schools.
- * To assist the schools in identifying potential community and corporate funders interested in assisting the schools and in submitting grants to these funding sources.
- * To inform the community regarding the public schools and to act as an advocate on behalf of the schools.
- * To catalyze progressive educational reform.
- * To provide direct technical assistance to public school staff.

ACTIVITIES

- * The Alliance operates two mini-grant programs for teachers: one program is for Worcester teachers; the other program serves teachers in the greater Worcester area. Grants are awarded for activities which serve the greatest number of students, are particularly innovative, and fall outside the regular school budget. Last year, one-third of the grant applications were approved.
- * The Alliance provides direct services to school staff through its Central Massachusetts Principals' Center and its Audio-Visual Library.
- * The Alliance provides on-going support for the School-Business Partnership Program.
- * To increase community understanding regarding the schools, the Alliance sponsors informative workshops on various educational issues and assists schools with their public relations efforts through the School-Community Communications project.
- * The Alliance provides direct services to students through sponsorship of a regional Science and Engineering Fair.
- * The Alliance produces a quarterly newsletter describing its activities.

RELATIONSHIPS

- * With the Schools -- The Alliance has promoted a close working relationship with the schools. School staff are strongly supportive of the various efforts of Alliance staff to serve students and administrators.
- * With Local Businesses -- Businesses play a major role in the Alliance's decision-making and operation. The Alliance plans to strengthen further its business support by undertaking a major recruitment effort among the 3500 businesses in the area.
- * With Parents -- Parent involvement in the Alliance is minimal.
- * With Other Community Organizations -- Community organizations have little involvement in the Alliance's decision-making or operation. The Alliance does plan to develop a collaborative project with the Citizen Education Resource Center in West Boylston.

DISTINGUISHING FEATURES

- * The Alliance serves large number of school systems located in a fairly large region.
- * The size of the Alliance's budget and professional staff are second only to the Boston Plan for Excellence. These resources enable the Alliance to undertake an extensive and multifaceted set of activities.
- * The Alliance has established a multi-layered governance structure. In addition to a large Board of Directors, the Alliance has a Board of Corporators that discusses larger organizational policy issues. Also, many of the individual programs operated by the Alliance have independent governing or advisory boards.
- * The Alliance fundraising effort incorporates paid advertising in its newsletter, fees for programmatic activities, and film rentals from its library.

Appendix 1 -- Methodology of Report

Identifying LEFs

Before EPR could begin to gather information about LEFs in Massachusetts, we had to find them. This search proved to be a difficult and time-consuming task which resulted in the use of three strategies.

First, we contacted LEFs with which we were already familiar through past work. We asked LEF representatives about other LEFs in the state with which they had communicated or worked.

We next contacted the Public Education Fund and received a list of their Massachusetts contacts over the last five years. We proceeded to call the contacts on this list (about 50 names) to determine if LEFs had been organized in their community.

Finally, we called the Superintendents of approximately 150 Massachusetts school systems. We asked Superintendents, their secretaries, and anyone else with whom we spoke about the existence of an LEF in their community.

In the end, we identified over 50 communities and 35 organizations. Some of these turned out to be PTA/PTO's or scholarship funds and were dropped from our list. Others, that were either ad hoc organizations or still in the planning stages, were also dropped. Our final list had 29 organizations and we were able to complete interviews with representatives of 26 of these organizations.

Structured Interviews

A copy of the LEF survey was mailed late in 1987 to the heads of LEFs (or their designees) and to Superintendents (or their designees) in each system served by an LEF. A copy is included in this Appendix. A cover letter explained the purpose of the survey and the interview process.

Beginning in mid-January, EPR staff contacted everyone who received a copy of the survey to schedule an appointment to conduct a telephone interview using the LEF survey as the interview protocol. Interviews were scheduled with almost everyone on our list.

The interviews took between 30 and 60 minutes and were primarily conducted during a single session. Some follow-up calls were conducted to clarify discrepancies and ambiguities. Summaries were prepared of each phone call and were used to prepare the profiles and tables in Part 3 of this report.

SURVEY ON LOCAL EDUCATION FUNDS IN MASSACHUSETTS

Please do not be intimidated by the number of questions included in this survey. This is a comprehensive survey designed to include topics and questions relating to different types of Local Education Funds. As a result, only some of the questions are likely to relate to your organization. When we contact you regarding this survey, feel free to indicate to us which questions do not apply to your organization.

I. HISTORY OF THE ORGANIZATION

1. (A) When (what year) did the effort to start your organization first get underway?
(B) When was your organization formally established?

2. Who was the driving force behind the founding of your organization?

- Parents or Parent Groups
- Superintendent and School Department Personnel
- School Committee Personnel
- Business Groups (i.e., Chamber of Commerce, etc.)
- Specific Businesses
- Mayor's office or other town agencies
- Others _____

3. What was the process which led to the creation of your organization?
4. Was there some particular problem or event that prompted the creation of your organization? (e.g., Prop 2 1/2, insufficient funds for a specific activity, etc.)

II. GOALS AND PHILOSOPHY

1. What was your organization originally founded to do?
2. (A) Does your organization have a written charter?
(B) Does your organization have by-laws?
3. Have the goals and philosophies of your organization changed since its inception?
4. Do you have a process by which your organization's goals and philosophies are reviewed?
5. In what directions do you anticipate your organization will move in the future?

III. MEMBERSHIP

1. (A) How many people or organizations are members of your LEF?

(B) How many of your members are affiliated with each of the following constituencies?

- Businesses or business groups
- Public Schools
- Institutions of higher education
- Parents
- Community organizations
- Local government
- Members of the Public
- Others _____

2. (A) What does membership in your LEF entail?

(B) Are there categories of membership? How do they differ?

(C) Describe the dues structure, if one exists.

3. Identify any other people, beyond the LEF members, who actively participate in LEF activities. Please describe the form that their LEF participation takes.
4. Are you satisfied with the size and type of your membership and their level of involvement in LEF activities? If not, how would you like to see the size and role of your membership expanded?
5. How do you go about identifying and recruiting potential members?
6. If a community just starting an LEF came to you, what would you advise them regarding the composition, the roles and the responsibilities of the membership?

IV. BOARD OF DIRECTORS

1. (A) Who is on your Board of Directors?
(B) With what organizations are they affiliated and/or what constituencies do they represent?
(C) Is the representation of these constituencies or organizations on your Board mandated under the LEF's by-laws?
2. What is the composition of your Board with respect to gender, race/ethnicity, and income level?
3. What are roles and responsibilities of your Board of Directors?
4. Does your Board of Directors participate in, or take responsibility for, any specialized subcommittees created by your organization? What are those subcommittees and their relationship to the Board?
5. Who chairs your Board? How long has s/he held this position?

6. How would you characterize the level of interaction and cooperation between the LEF and the Board of Directors?

V. STAFFING

1. (A) What staff positions exist at your LEF? (Indicate the hours per week associated with each position.)
(B) If any of these positions is paid, what salary level(s) are associated with these jobs?
(C) Are any staff members "borrowed" from a member institution or from the School Department? If so please identify the positions and the "lending" institution.
2. Why did you choose to staff your organization in this way?
3. (A) How, if at all, has staff turnover been a problem in your LEF?
(B) If staff turnover was a problem, to what do you attribute this?
(C) How long have each of your staff people held their current positions?
4. Is your organization's staffing adequate or would you like to see it changed? If so, please describe the changes.
5. What is the composition of your LEF staff with respect to race/ethnicity, gender, income level, employment status (apart from work at LEF), and age of children?
6. How do you recruit staff for your organization?
7. How often does your staff formally meet?
8. What direction do you see the staffing of your organization taking over the next few years?
9. If a community just starting an LEF came to you for advice, what would you tell them about how to staff an LEF?

VI. FUNDRAISING

1. What are the various means by which you have raised funds for your organization (e.g., personal donations, business contributions, special events, raffles, etc.). Rank each of these according to how successful (i.e. level of resources raised compared to time and resources invested) each has been for you in fundraising.
2. What were the non-monetary benefits (such as increased community involvement, improve public relations, etc.) associated with each of the fundraising efforts listed above?

SURVEY/PAGE FOUR

3. Does your LEF receive in-kind or non-monetary contributions (such as printing, mailing, space, supplies, etc.) from any individuals, businesses or organizations in your community?
4. How much money did your organization raise last year?
5. How was this money distributed -- amount awarded to the schools, to staff salaries, to administrative overhead, etc.?
6. (A) Does your LEF have an endowment?
(B) If so, how was it raised?
(C) What is its size?
(D) Who is responsible for managing it?
7. In what direction do you see your fundraising efforts going in the coming years?
8. If a community just starting an LEF came to you for advice, what would you tell them about how to go about fundraising?

VII. ACTIVITIES

1. In which of the following activities does your organization engage?
 Fundraising Grantmaking Newsletter publication
 Technical assistance to teachers or administrators
 Workshop and seminar instruction
 Others _____
2. (A) If your organization is not directly involved in grantmaking, how is the money that you raise distributed?
(B) Why have you chosen this mechanism for distributing funds?
3. (A) If your organization is involved in grantmaking, what is the process by which applications are made, reviewed and selected?
(B) Please describe your application form.
(C) How long does it take for funding decisions to be made?
4. Who is eligible to receive grants from your organization?
5. What criteria do you use in selecting grant recipients?
6. When do your funding cycles occur each year?
7. What proportion of your applicants do you fund each year?

8. (A) What kind of project does your LEF typically fund?
(B) What projects did your organization fund last year? (Indicate the size of each award.)
9. If a community just starting an LEF came to you for advice, how would you suggest they focus their energies and distribute their funds?

VIII. RELATIONSHIP WITH SCHOOLS

1. How would you characterize the relationship between your organization and the School Department?
2. What steps has your organization taken in its efforts to build a good working relationship with the local school department?
3. Do any School Department personnel have a role in the decision-making process regarding the distribution of your organization's financial or other resources?
4. (A) Describe the process by which the LEF is informed of policies, issues and priorities with which your school department is concerned?
(B) Is this process adequate or should it be changed? If so, please describe these changes.
5. How would you like to see your relationship with the School Department strengthened?
6. If a community just starting an LEF came to you for advice, what kind of relationship would you suggest they establish with the schools and what steps would you recommend for establishing that relationship?

IX. RELATIONSHIP WITH THE BUSINESS COMMUNITY

1. How would you characterize your relationship with the business community?
2. What steps have you taken to build a solid working relationship with the business community in your area?
3. Describe the nature of business involvement with your LEF (e.g. Board member, LEF member, financial contributor, formal role in decision-making processes, formal informational role, etc.)?
4. (A) How are you kept informed of the policies, issues, and priorities with which your local business community is concerned?
(B) Is this process adequate or should it be changed? If so, please describe these changes.
5. How would you like to see your relationship with the business community strengthened/enriched?

6. If a community just starting an LEF came to you for advice, how would you suggest they go about establishing (and maintaining) the best possible relationship with their local business community?

X. RELATIONSHIP WITH OTHER PARENTS AND PARENT OR COMMUNITY GROUPS

1. (A) Are there other organizations in your community that provide the same or similar services to the schools?
(B) What is the relationship between the LEF and the services it provides and other organizations in your community and the services they provide?
2. Have you engaged in any sorts of collaborative efforts with any parent or community groups?
3. (A) What obstacles have you had to overcome in building a good working relationship with other parents and parent or community groups? (e.g., competing interests, duplication of effort, etc.)?
(B) What obstacles do you still face?
4. If a community just starting an LEF came to you for advice, what would you tell them about building the best possible relationship with other parents and parent or community groups?

XI. EVALUATION

1. Please describe any reporting requirements you have for projects which your organization funds.
2. (A) Describe any monitoring/evaluation procedures you employ in reviewing funded projects.
(B) How frequently do these monitoring/evaluation procedures take place?
3. (A) Please describe any monitoring or evaluation process in which your organization engages to review its own performance, effectiveness or future direction.
(B) How often do you engage in this process?

Appendix 2 -- List of Massachusetts Local Education Funds

LEF: Acton & Boxborough Student Activity Fund (ABSAF)
Location: Acton & Boxborough
Comm. Contact: Kathy Tatum
School Contact: Acton-Boxborough Public Schools
(617) 264-4700

LEF: Amesbury Education Fund
Location: Amesbury
Comm. Contact: Madeline Gray
School Contact: Amesbury Public Schools
(617) 388-0507

LEF: The Boston Plan for Excellence
Location: Boston
Comm. Contact: Mario Pena, Executive Director
(617) 723-7489
School Contact: Boston Public Schools
(617) 726-6200

LEF: The Brookline Foundation
Location: Brookline
Comm. Contact: Deborah Brooks, President
(617) 232-3846
School Contact: Brookline Public Schools
(617) 734-1111

LEF: Cambridge Partnership for Public Education
Location: Cambridge
Comm. Contact: Alan Dyson, Executive Director
(617) 253-7063
School Contact: Cambridge Public Schools
(617) 498-9228

LEF: Chelmsford Educational Fund
Location: Chelmsford
Comm. Contact: Mark Gauthier, Chairperson
School Contact: Chelmsford Public Schools
(617) 251-4981

LEF: Concord-Carlisle High School Parents' Association
Location: Concord-Carlisle Regional High School
Comm. Contact: George Zentz, Co-President
Judy Handley, Co-President
School Contact: Concord Public Schools
(617) 369-9500

LEF: Dover-Sherborn Education Fund
Location: Dover, Sherborn, Dover-Sherborn Regional High School
Comm. Contact: Dr. Robert Feingold
School Contact: Dover Public Schools
Sherborn Public Schools
Dover-Sherborn Regional High School
(617) 785-0036

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LEF: Gateway Regional Schools Education Fund
Location: Gateway Regional Schools
Comm. Contact: Don Bridgeman
School Contact: Gateway Regional Public Schools
(413) 667-3475

LEF: Holden Endowment for the Advancement of Learning
Location: Holden
Comm. Contact: Mrs. Anne Brown, Vice President
School Contact: Wachusetts Regional High School & Union 64
(617) 829-6631

LEF: LAWW Partnership Program
Location: Arlington, Lexington, Winchester, Woburn
Comm. Contact: Mrs. Diane Munini
(617) 729-0421
School Contact: Arlington Public Schools
(617) 646-1000
Lexington Public Schools
(617) 862-7500
Winchester Public Schools
(617) 721-7000
Woburn Public Schools
(617) 933-8051

LEF: Longmeadow Education Assistance Program
Location: Longmeadow
Comm. Contact: Bonnie Gorfin
School Contact: Longmeadow Public Schools
(413) 567-5941

LEF: Lowell Education Foundation
Location: Lowell
Comm. Contact: Mary Bacigalupo, Project Director
University of Lowell
(617) 454-9569
School Contact: Lowell Public Schools
(617) 937-7600

LEF: Lynn Business-Education Partnership
Location: Lynn
Comm. Contact: Henry MacCabe, Executive Director
(617) 595-0484
School Contact: Lynn Public Schools
(617) 593-1680

LEF: Medfield Coalition for Public Education
Location: Medfield
Comm. Contact: Wendy Cohen, President
School Contact: Medfield Public Schools
(617) 359-2302

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LEF: Friends of Nantucket Public Schools
Location: Nantucket
Comm. Contact: Mary Ann Worth, President
School Contact: Nantucket Public Schools
(617) 228-0863

LEF: Newton Schools Foundation
Location: Newton
Comm. Contact: Terry Torchia, President
(617) 522-7706
School Contact: Newton Public Schools
(617) 552-7591

LEF: Peabody Educational Council
Location: Peabody
Comm. Contact: Karen Kezerian, Council Chairperson
(617) 531-7400
School Contact: Peabody Public Schools
(617) 531-1600

LEF: Randolph Foundation
Location: Randolph
Comm. Contact: Sumner Rotman, President
(617) 929-8530
School Contact: Randolph Public Schools
(617) 963-7800

LEF: Rowley Public Education Fund
Location: Rowley
Comm. Contact: Linda Thompson
School Contact: Triton Regional Public Schools
(617) 465-2397

LEF: Sharon Educational Fund
Location: Sharon
Comm. Contact: Rose Roback, President
School Contact: Sharon Public Schools
(617) 784-5937

LEF: Springfield Education Partnership
Location: Springfield
Comm. Contact: Chris Keaney, Executive Director
(413) 787-1555
School Contact: Springfield Public Schools
(413) 787-7087

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LEF: Tri-Town Educational Foundation
Location: Boxford, Middleton, Topsfield
Comm. Contact: Barbara Carey, President
School Contact: Middleton Public Schools
(617) 774-3517
Topsfield Public Schools
(617) 887-8961
Boxford Public Schools
(617) 887-8961
Masconomet Regional High School
(617) 887-2323

LEF: Wayland Public Schools Fund
Location: Wayland
Comm. Contact: Gary Hirsch, Chairperson
School Contact: Wayland Public Schools
(617) 358-7728

LEF: Citizens for Wellesley Public Education
Location: Wellesley
Comm. Contact: Judy Weil, President
School Contact: Wellesley Public Schools
(617) 446-6200

LEF: Weston Educational Enrichment Fund
Location: Weston
Comm. Contact: Edwin Taff, Chairperson
School Contact: Weston Public Schools
(617) 899-0620

LEF: Alliance for Education
Location: Worcester
Comm. Contact: S. Paul Reville, Executive V.P.
(617) 754-9425
School Contact: Worcester Public Schools
(617) 799-3116

